

Hola a todos.

Aquí está la unidad didáctica que propongo. Incluyo al principio la rutina que uso en mis clases porque me da buen resultado con el alumnado ya que una vez que se acostumbran a ella me proporciona un cierto sentido de orden en las clases al poder ellos anticipar qué va después.

Algunas actividades son fruto de mi experiencia , otras se me han ocurrido como posibilidades para llevarlas a cabo en un futuro próximo porque creo que pueden ser interesantes para los niños/as.

Divido la unidad en 3 fases : motivación, práctica y producción.

La fase de motivación es cuando se presenta el vocabulario nuevo e introducimos el tema que vamos a trabajar.

La fase de práctica es para trabajar es nuevo input en actividades variadas para que los alumnos/as lo vayan interiorizando. Vamos pasando de actividades muy controladas a otras libres donde puedan utilizar lo aprendido con creatividad ,así progresivamente nos vamos a la fase de producción.

Didactic Unit : SUMMER HOLIDAYS

Timing: third term.

1)Orientation

This didactic unit is thought for the 5th course of P. E.. It is planned for the third term. It is called “Summer Holidays” and it is a very important unit because it promotes environmental education and develops a fuller awareness among the students of the fact that water is a precious resource and it is necessary to develop water saving habits. It also works consumer education when we think about the importance of sunlight and artificial light. This one consumes electricity and costs money, so we also foster the development of electricity saving habits. This unit is included within a “Culture Week” with a central topic of WATER. Many and diverse activities are going to be developed throughout this week in the school such as: big wall charts in the corridors made by the different classes to be exhibited during the week (about the water cycle, the states of water, the uses of water and so on), lectures given by representative members of the educative community, video-taped documentaries, etc.

As it is programmed for nearly the end of the course and summer is very near, we think it is a good moment to speak about the necessity of developing correct saving water habits specially for our community Andalucía where summers are so hot and it doesn’t usually rain sufficiently.

Habits and routines in the classroom: Every lesson will be started as follows:

- 1) Morning greetings: Hello, good morning, how are you today?
- 2) The date and weather (on the blackboard to copy and say)

- 3) T. P. R as warming up activity.
- 4) Introducing new target language (T. L)
- 5) Work on the new T. L. through varied and motivating activities going from accurate to fluent use of the language.

2) Didactic Unit Goals

1. To acquire T.L. related to holidays.
2. Express likes and dislikes.
3. Infer meaning from visual aids.
4. Sequencing jumbled lines to make a story.
5. To talk about of holidays and the importance of water and sun in them.
6. To describe in simple terms the water cycle.

3) Contents: L/R/S/W

Concepts

Functions:

- Making suggestions
- Narrating what is happening
- Expressing likes and dislikes
- Expressing intellectual feelings. Ex: I think...
- Describing water sources in landscape photos: "There is a river."
- Understanding and responding to yes/no and multiple choice questions: "Have you seen the sea? Yes, I have/ no, I have not."
"Is he wasting water or saving water? He is saving water."

Grammar:

- Let's (suggestions)
- There is/ there are
- Present simple tense: like + ing
- Present continuous tense
- Prepositions

Lexis

- Vocabulary related to holidays.
- Vocabulary related to water: lake, rain, river, sea, snow, condensation, water cycle.
- The water cycle: cloud, evaporate, fall, rain, river, sea, sky.
- Afternoon, day, midday, morning, night, o'clock, rising, settling, shine, sun, earth, give, heat, light, star.

Pronouncing:

- Final consonants, ex: taste, lake, droplet, hot
- /S/ ex: snow, smell
- /S/ ex: shine
- / :/ ex: Earth
- Th / / ex: Earth

- Suprasegmental units: stress, rhythm (song: I hear thunder)
- Falling intonation, ex: "I like swimming."
- Rising intonation, ex: "Do you like reading?"

Procedures

Oral communication (how): L/S

- Listening to and speaking about water, the sun and Earth.
- Improving pronunciation with a song.
- Using visuals to introduce and practice new items.
- Understand and produce messages related to holidays
- Act out

Written communication (how): R/W

- Read about the water cycle and circle
- Look and read
- Listen and read
- Read, match and colour
- Controlled writing

Sociocultural aspects

- Some important rivers and lakes in Britain: River Thames (London), River Cam (Cambridge), Loch Ness (Scotland)
- Sea in Britain: North Sea, Atlantic Ocean, Irish sea

Attitudes:

- To appreciate the importance of water in our daily lives.
- Develop water saving habits.
- Develop electricity saving habits.

Cross- curricular topics:

Environmental education. Consumer education

Interdisciplinary:

Knowledge of science and geography

Andalusian culture:

The sea in Andalusia: Mediterranean and Atlantic Ocean.

Rivers: Guadalquivir

Resources and materials available in the school:

- TV, Video/ DVD player, Flashcards, Students' book, Posters, Computers.

4) Activities:

Phase 1: Motivation and orientation

Session 1:

Warming up (10 minutes):

With a variety of photos with different places depicting where water can be found the teacher asks the students to identify water in each landscape and introduces the following new vocabulary: rain, river, lake, sea and snow. Label the words under each landscape to reinforce new vocabulary. The students will listen to and repeat the new words. Then the teacher will change the order of the labels under the pictures so they are incorrect and ask a student to put them back in the correct order so that they match the correct pictures. Repeat with two or three other students.

Act 1: Look and do (20 minutes)

Teacher invites the students to look at pictures and asks: “have you seen (a river/ a lake/ the sea/ the snow/ the rain)?”

Then the teacher asks the students to draw a landscape of water that they have seen in real life in their notebooks.

Afterwards, the students will show the group their drawings and say “I have seen (the sea/a lake)”, “I am here with my (father, friends...)”.

Act. 2 (15 min.)

Song “I hear thunder”

I hear thunder

Oh! Don’t you?

Patter go the raindrops

I’m wet through

The teacher introduces the song. First of all he/she introduces new words and expressions (thunder, raindrops, I’m wet through). We model students pronunciation with stress and rhythm. Then, we hear the song in the CD player several times.

Afterwards, the teacher writes the song in the blackboard and invites the pupils to copy it in their notebooks. At the end we listen again following the writing.

Revision activity:

Write as many words as you can remember about family members.

Reinforcement activity:

Write the words (river/lake/sea/snow/rain) and spell them to your class mate.

Extension activity:

Write three sentences using the words (river/lake/sea/snow/rain).

Session 2

Warming up (10 minutes)

On the blackboard the teacher draws the sea, some mountains and a river to the side on a hot, sunny day. They then ask: “what happens to water when it gets very hot?”

introduce the word “evaporation” followed by an explanation.

Afterwards, draw clouds and ask “what comes from the clouds?” Ask the students to draw rain so that it falls into the river. Ask: “where do rivers go?” and explain the process once more, eliciting responses from the students, explain that this is known as the water cycle. Key words such as, water cycle, evaporation and rain would be written on the board to reinforce the vocabulary.

Activity 1 (20 minutes)

The teacher takes the students out of the classroom to visit the different materials hung on the walls for the occasion. There is a big wall chart showing the water cycle in Spanish which is both interesting and helpful for this activity.

After the explanation of the cycle given whilst looking at the poster the students draw their own water cycle in their notebooks.

Activity 2 (10 minutes)

The teacher explains the water cycle in English and writes on the blackboard the following sentences but not in the correct order:

- 1) Water evaporates
- 2) Clouds form in the sky
- 3) It rains
- 4) The rain falls into rivers
- 5) The rivers go into the sea

The teacher asks the students to re-arrange them orally. The teacher then numbers them in the correct order and asks the class to copy in their notebooks.

Follow up (10 minutes)

Read aloud the water cycle while the students listen and repeat, followed by a discussion on how to save water.

Revision activity

Write names of food which contain water in any of the states, for example, ice-cream-solid, soup-liquid etc.

Reinforcement activity

Make posters: "Save water!" As this is a fun activity for the students as well as being a positive way to reinforce what they have just learnt.

Extension activity

Read about how to save water.

Phase 2: Practice

Session 3

Warming up (5 minutes)

The teacher asks the pupils to watch the pictures in their books and say what they think the story is about.

Activity 1 (1 minute)

Silent reading for about 5 minutes. Then we introduce some difficult words (high tide, splash, path, get back, climb up, bite). Listen and repeat.

Activity 2 (1 minute)

Listen and read the story with the CD player.

Activity 3 (15 minutes)

Answer the questions in your activity book.

1. Where are the children?
 - a) In the countryside
 - b) By the sea
 - c) In the town

2. Are they swimming ...
 - a) In the morning?
 - b) In the afternoon?
 - c) In the evening?

Follow up

The pupils cut out strips of paper from their activity books with the pictures and glue them.

- The children are trapped on the beach.
- Suddenly, they remember the tide.
- They climb up the stairs.
- In the morning, the Little Detectives look at the beach.
- The tide is very high now.
- They don't look at the time and they don't see the tide.

Revision activity

The time (draws clocks and say the time)

Reinforcement activity

Crossword

Extension activity

Write another ending for the story

Session 4

Warming up (15 minutes)

Questioning: What do you like doing on holidays? The teacher asks this question and invites the children to raise their hands for permission to give an answer. The teacher write in the blackboard what they say. Then we read and practice listen and repeat.

Activity 1 (20 minutes)

Listen and read in the book about holidays and things we can do. First silent reading for 5 minutes then the teacher reads aloud and they follow the reading. Afterwards they ask for clarification.

Activity 2 (10 minutes)

Look and write.

Read:

She's swimming	He's reading	She's reading
She's dancing	She's running	He's cycling

Then look at the pictures and write underneath what he/she is doing.

Follow up:

Discuss about the danger of sun for our skin. Next day we'll speak about the sun. Summer is coming. We should protect ourselves from the sun when we practice open – air activities.

Revision activity

T. P. R (actions)

Reinforcement activity

Write 3 sentences about things you like doing.

Extension activity

Find out about free time in Great Britain

Phase 3: Production

Session 5

Warming up (10 minutes)

With the help of spherical objects the teacher shows the difference in size between the sun and the Earth (the sun is 109 times the size of the Earth), for example a basket ball and a lentil.

Act 1 (10 minutes)

The teacher draws the Earth and the sun on the blackboard and explains how it [the Earth] moves around the sun. This will be done in Spanish and English to ensure comprehension.

Then, read the information and draw the appropriate pictures:

“The Earth moves around the sun. It takes a total of 365 days. The sun is a big star which gives us light and heat.”

Act 2 (5 minutes)

Look at the picture, match and write (day, sun, Earth, night)

Act 3 (5 minutes)

Look at the pictures and read:

- “It is 6 o’clock in the morning. The sun is shining.”
- “It is 12 o’clock, midday”
- “It is 4 o’clock in the afternoon.”
- “It is 8 o’clock at night. The sun is setting.”

Act 4 (5 minutes)

Tick the true sentences:

- 1) The sun shines during the night.
- 2) The sun shines during the day.
- 3) We see the sun in different positions at different times of the day.

Follow up

Discuss: What do you know about the sun?

Does it rise in the north/south/east/west?

Find out ways of saving electric light by asking some adults.

Revision activity

Homework: invite students to write about their daily routine (to practice simple present)

Reinforcement activity

Find out what a sundial is.

Extension activity

Find out about clock times around the world.

Session 6

Warming up (10 minutes)

The teacher make questions about the pictures (scenes of a day in the countryside)

Activity 1 (10 minutes)

There are 4 characters in the story (Tom, Jo, dad and mum). We divide the class into groups of 4 people and prepare a bag with stripes of paper with the names of the characters is he/she going to be.

Activity 2 (20 minutes)

We read the story. Then read and repeat. The third time we listen to it on the CD player. At the end the teacher translate the story, ask for clarification and invite each character to unite their lines on a paper and learn then by heart.

Follow up (20 minutes)

Act out the story: let's go to the countryside.

Tom: Look, what's that?

Jo: It's a cloud

Tom: No, it's a mountain

Mum: No, children! It's a cloud on a mountain

Jo: Can we go there, mum?

Mum: O. K. I'll go with you.

Dad: What a beautiful sunset! Let's go and see.

Jo: Look Tom! The sun is in the tree

Tom: Oh, no Jo! It's behind the cloud.

Dad: Look now! The sun's in the sky.

Session 7

This session is for consolidating vocabulary.

Activity 1 (15 minutes)

The pupils have a notebook ("Vocabulary book") in which they write down the new words they learn in every unit. In the last session of each unit they are invited to spend a time revising the unit and writing down the new words and expressions they have learnt and write the meaning in Spanish they can use the dictionary to find the meaning in Spanish if they don't remember it. This activity is very interesting because the pupils learn a basic learn to learn technique: learn new words with the help of a dictionary.

Activity 2 (15 minutes)

Pupils fill in what we call the "K – L diagram". This is a page for self – assessment which the teacher hands to them.

Name: _____

Unit : Summer Holidays

Knew	Learnt

(They fill in with words and expressions they already knew and new ones they see for the first time. This is also an assessment tool for the teacher as he/she can receive clues about what pupils have learnt and what need to be reinforced)

Follow up(15 minutes)

Teacher collects K – L sheets, notebooks and “vocabulary books” to be revised.

Reinforcement activity

Copy the text

Extension activity

Pupils are invited to unit 5 sentences using the new T. L. in their notebook.

5) Methodology

The Methodology used is based on these principles:

- 1) Body language, tone, character of voice and visual aids are all key elements for language learning as they help to capture the attention of the students.
- 2) The 4 linguistic skills need to be integrated but oral and receptive skills should be introduced first and written and productive skills afterwards, so the order would be: L – S – R – W.
- 3) The aim is that pupils learn English through motivating activities. Every child has his/her own pace of learning and we should respect it and encourage progress at the same time.
- 4) The activities proposed can be carried out in any order that is considered to be the best way of developing the skills of the group on the whole.
- 5) Activities will be short and varied to not only capture but hold the attention of the class. They will follow a spiraling process in order to revise target language we have already learnt and use it in a different context each time.
- 6) We will use U setting to promote interaction.
- 7) Grammar and phonology will be worked inductively with the former and with articulatory/ auditory phonetic exercises in order to foster the following 3 steps: 1) Natural speech
- 8) Isolation and distortion
- 9) Natural speech.

6) Evaluation

Criteria

- Identify and use T. L. related to holidays
- Communicate using English in the classroom

Tools

- Direct observation
- Discriminatory test for speaking: acting out a dialogue
- Daily worksheets
- K – L diagram for self – assessment

Grading:

Concepts	45 %
Procedures	30 %
Attitudes	35 %

Catching up activities

1. Find 5 actions and 5 water sources (crossword)
2. Complete the sentences (ex: My favorite sport is...)
3. Make word families: Food, family, actions.
4. Match A and B (ex: Ben likes... cycling)